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ABSTRACT

In response to the increasing numbers of displaced workers due to corporate downsizing, Pellissippi State Technical Community College, in Tennessee, has initiated the Workplace Innovation (WIN) Project to help adults gain prerequisite academic and personal skills to re-enter the workforce or enter college for eventual placement in higher-paying positions. The 3-year project seeks to develop a curriculum process and identify curricular resources to implement a technologically enhanced, interdisciplinary, self-paced program for adult learners hesitant about going to college. In the first year of the project, the 15-member team gathered information and developed a cohesive educational philosophy and long-term vision. In addition, contacts were made with community agencies to locate displaced workers 21 years old or over with at least 3 years work experience to participate in the project. One of the most positive outcomes so far has been the development of an advanced multimedia learning center with personal computers at each desk and a teacher station that provides for the use of compact/laser disks, videos, and television. Innovative techniques utilized in the project include the establishment of weekly "town meetings" with students, the use of milestone projects to help students maintain goals, and the use of student portfolios. Problems have been encountered, however, including discrepancies between project methods and bureaucratic requirements, the need to adequately train faculty, and the excessive time required of faculty. (KP)

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ED 368 435

Displaced Worker Transition Programs: Leading the Workforce Back to Community Colleges

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by

Greg Walters
Lisa Bogaty
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Paper presented at the Annual Convention of the American Association of Community Colleges(74th, Washington, D.C., April 6 - 9, 1994).

JC 940 245

Executive Summary
Workforce Innovation Center of Emphasis

The purpose of the Workforce Innovation Center of Emphasis is to provide a bridge program to allow working adults to gain prerequisite academic and personal skills necessary to successfully enter college and/or the workforce.

To accomplish this goal, a team of fifteen Pellissippi State faculty and staff developed a curriculum process and identified curricular resources necessary to implement a technologically enhanced, interdisciplinary, self-paced program. Assisting the team in ensuring that workforce needs are met is an advisory committee of ten area professionals representing employers, employment specialists, and educators from other colleges.

The three-year project is funded through the Tennessee Higher Education Commission's Center of Emphasis grant program. Objectives are,

- Address the seven skill areas identified by the American Society of Training and Development[1] in a comprehensive, interdisciplinary, applied method by developing a curriculum that addresses areas identified, incorporates basic academic skills and competencies to enter college, establishes pre- and post-tests to assure mastery.

- Enhance faculty expertise in alternative teaching styles, including the use of instructional technology, case method, case writing, and project and presentation methods.

- Develop a learning environment for career technical students that build on applied Tech Prep programs and work experience.

- Integrate student support services directly into the applied curriculum.

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[1]Competencies are learning to learn skills, 3 R's (reading, writing and arithmetic), communication skills (oral and written), creative thinking/problem solving skills, self esteem/goal setting/personal career development skills, interpersonal and negotiation skills, organization/leadership skills.

The Workplace Innovation Project

An adult bridge program for the 90's.

Tennessee Center of Emphasis program for displaced workers seeking reentry into the workforce or entry into career college programs.

Community colleges have received some attention lately from the Whitehouse as being a source fro retraining our population to meet the needs of a global world-class economy. Right-sizing of the corporate and industrial base has continued to increase the number of displaced workers. Since it is good for America to have people employed and productive, these welfare recipients need to have a place to turn-to for re-entry into meaningful career positions. The community colleges that strive to match community need are, perhaps, the best alternative for today's retraining effort. (hold up Disk) We have put our syllabus, Executive Summary, a set of the slides I will be using today and an overview slide-show on these diskettes so that you will have a more in-depth information about our project.

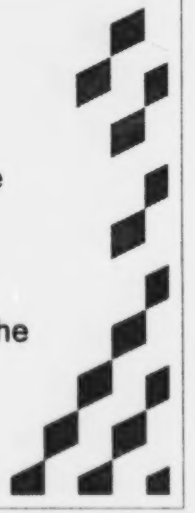
The Workplace Innovation Project at Pellissippi State has laid some important groundwork which has attempted to fill the gap between Tech-Prep and Career degree programs. The objective of this three year Center of Emphasis study has been to provide a two path system for displaced workers. One path that would place the individual back into a high demand entry level career and the other path which would allow entry into college for eventual placement into higher paying positions. 15 Members of the college banded together in a three year project to plan, implement, assess and disseminate our findings. Todays presentation represents the mid-point of our discovery and achievement process.

As a team we feel this project represents an excellent opportunity for colleges to better serve their community and tap into the new proposed funding increases allocated to dislocated workers. The community college provides an open door for life-long learning and this program helps bridge a gap that exists in every community.

Original Project Targets

WORKFORCE EFFECTS

- Retraining for Downsizing/DOE/DOD/Corporate Workplace
- Provide a bridge to Technology skills enhancement/retraining
- Develop the missing element in the Tech-Prep program, the adult learner

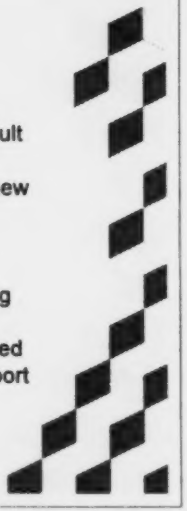


In our region of Tennessee, we provide educational opportunities for a diverse group of people ranging from poor Appalachian agra-communities to the high-tech agencies of the Oak Ridge National labs. As with the rest of the nation, our area continues to right-size the workplace through cost cutting cycles of layoffs. The Knoxville area is better off than many communities, with unemployment levels among the best in the country, but there exists a great gap between what a worker needed to know twenty years ago and what that now laid-off worker must know to re-enter a productive career position. the WIN program provides a bridge opportunity for any person considering a change of vocation. the Tech-Prep programs that have gained momentum in recent years answer a growing need for our youth, but the WIN model provides the resource many adults will want.

Original Project Targets

COLLEGE EFFECTS

- Encourage Non-traditional appeal/reentry for adult college entry
- Develop open ended opportunity to cultivate a new educational paradigm for students not usually drawn to college
- Forge a new remedial/developmental track for students who perform better in an active learning environment
- Integrate student support services into the applied curriculum and provide students with more support alternatives



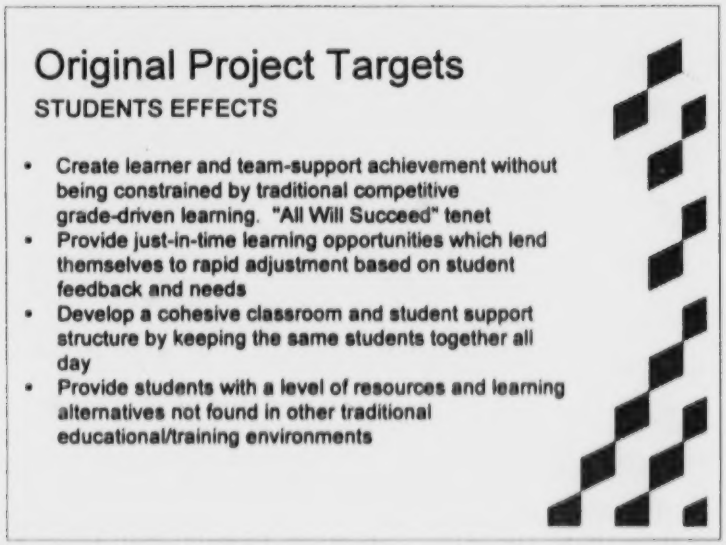
Most workers that have spent over five years in the workforce may not be comfortable with going back to college. Many avoided college in the first place and perceive it as too hard or not directed to their particular needs. The WIN project allowed us to develop a program with the adult learner in mind. We treat them as peers and try to reduce their apprehensions about college. We also provided these adult learners with a new level of support and understanding about the many facets of their lives that tend to interfere with their ability to attend school.

Original Project Targets

FACULTY TEAM EFFECTS

- Create a cohesive interdisciplinary team within the college
- Develop innovative classroom experiences and enhance our teaching proficiency
- Design, implement and continue to improve a new learning environment

Although the main goals of such a program are to better serve the community, we found that there were benefits for us as educators. As with most colleges there are barriers which diminish close ties across departmental boundaries. This project offered a first opportunity to work arm-in-arm with members of a wide variety of disciplines toward a common goal. We also saw a real opportunity to grow as individuals and learn beyond what we had been previously taught. Many of the paradigms of our own education may be ready to change and we welcomed an opportunity to explore innovative teaching styles.

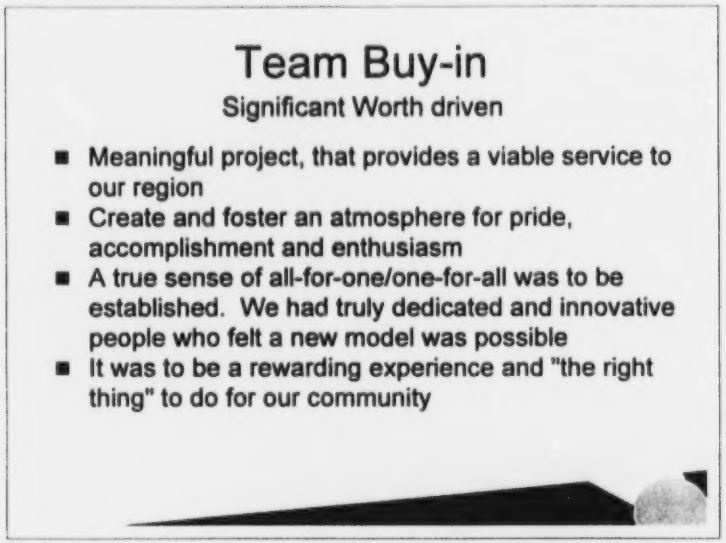

Original Project Targets
STUDENTS EFFECTS
• Create learner and team-support achievement without being constrained by traditional competitive grade-driven learning. "All Will Succeed" tenet
• Provide just-in-time learning opportunities which lend themselves to rapid adjustment based on student feedback and needs
• Develop a cohesive classroom and student support structure by keeping the same students together all day
• Provide students with a level of resources and learning alternatives not found in other traditional educational/training environments

Early in the project we saw examples of industry training geared to insure that every learner would succeed. We also saw examples of just-in-time training that clearly targeted adult learner needs and which allowed the adult learner to be a partner in their education. The military and other government, as well as private, agencies have had great success with learners forming day-long activities together and we felt this element provided a good basis for our project. We also wanted to design a program where the amount of resources available to the learner would insure that all students would be able to achieve at a high success rate.

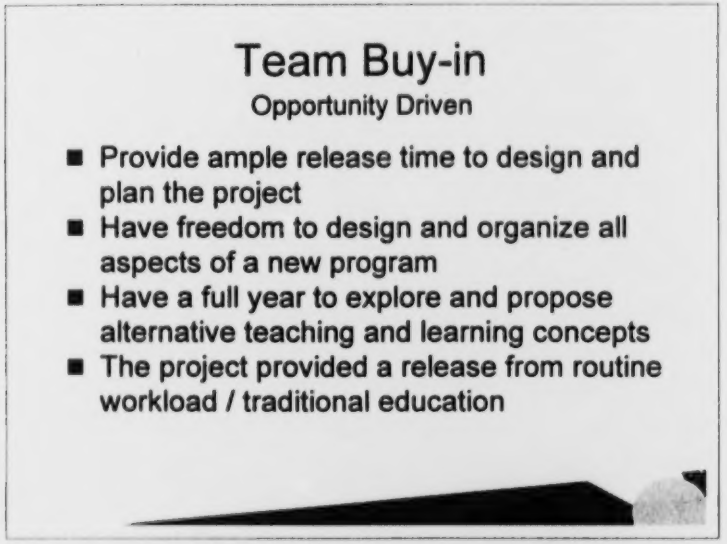
Preparation/Groundwork (A One-Year Process)

- Extensive gathering of resources
- Extensive readings/research
- Coordination with community agencies
- Development and coordination with an advisory group
- Visiting other colleges, tech-prep training sites
- Attending conferences
- Examine our business, government and industrial base
- Attending training sessions and workshops
- Meeting as a group twice a week for a full year
- Developing/planning strategies, setting goals
- Developing a complete cohesive team
- Create new educational philosophies and long-term vision
- Designing a new technology driven learning environment

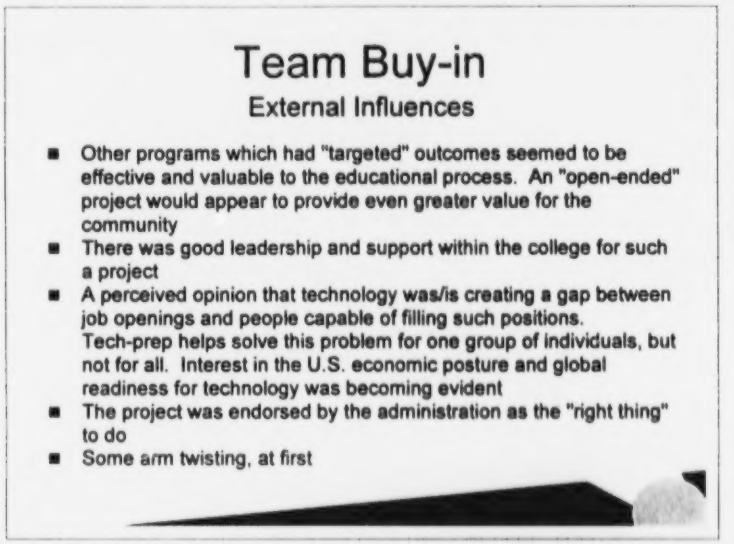
The first year of our program was spent aggressively pursuing knowledge from a wide variety of sources. The team meet twice a week all year long and visited every source we could find to expand our knowledge and skills as educators. This learning process forged a team of very enthusiastic people who eventually shared a common vision. The team envisioned a new high tech classroom of the future and a sound pedagogy for delivery of workforce related skills.


Team Buy-in
Significant Worth driven
Meaningful project, that provides a viable service to our region
Create and foster an atmosphere for pride, accomplishment and enthusiasm
A true sense of all-for-one/one-for-all was to be established. We had truly dedicated and innovative people who felt a new model was possible
It was to be a rewarding experience and "the right thing" to do for our community

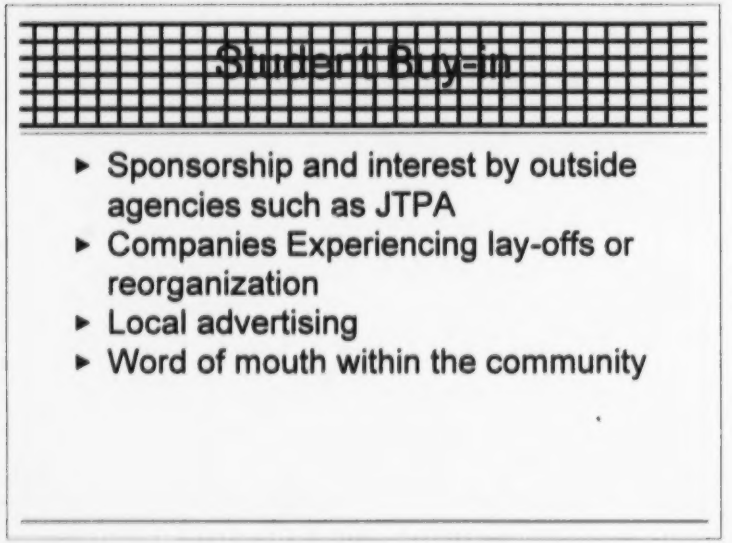
Trying to get people involved in any new project when they already feel overworked, is often a difficult task. Because different factors might appeal to differing sectors of the educational community, there may be some value to you in seeing what made our team members accept such a time-consuming undertaking. Most would agree that if a project is the "right thing" to do, you will get some volunteers. If you can offer an opportunity to bring real self-fulfillment into play, you will get the innovative and talented people on board. And if the project brings people closer together, you will have a project that has a very high chance for success. Our project had all these elements and a few more which made it appealing...


Team Buy-in
Opportunity Driven
Provide ample release time to design and plan the project
Have freedom to design and organize all aspects of a new program
Have a full year to explore and propose alternative teaching and learning concepts
The project provided a release from routine workload / traditional education

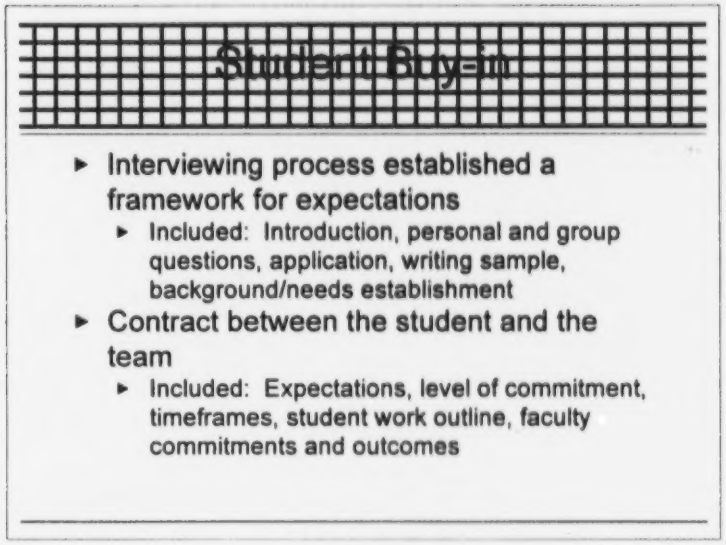
From the faculty members point of view, the best fringe benefit seemed to be that brass ring of release time. Of course we put in more than twice the time we had been released from. But in the beginning this SOUNDED good. There was also a freedom associated with this project that appealed to us. For those of us that needed a project we could really hang our hat on, this seemed like a once in a lifetime opportunity. To actually design an entirely new educational process is something few of us get to experience.


Team Buy-in
External Influences
Other programs which had "targeted" outcomes seemed to be effective and valuable to the educational process. An "open-ended" project would appear to provide even greater value for the community
There was good leadership and support within the college for such a project
A perceived opinion that technology was/is creating a gap between job openings and people capable of filling such positions. Tech-prep helps solve this problem for one group of individuals, but not for all. Interest in the U.S. economic posture and global readiness for technology was becoming evident
The project was endorsed by the administration as the "right thing" to do
Some arm twisting, at first

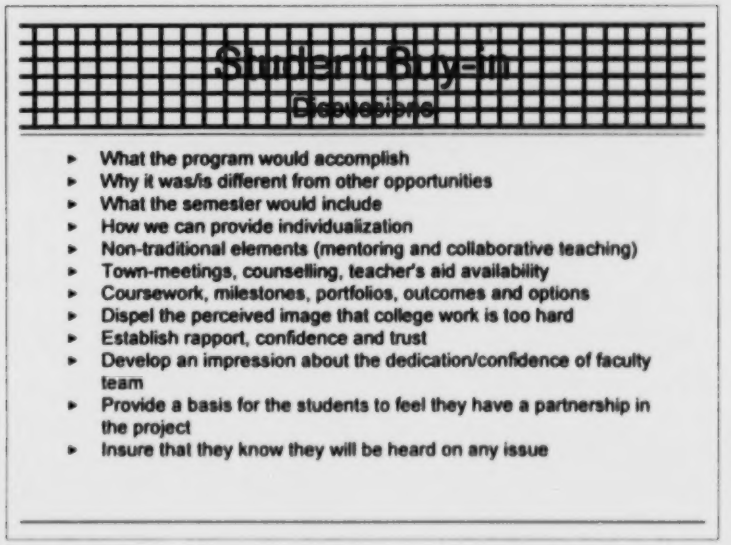
Many of us like the concept of tech-prep and most of us were found of career track training, so it was natural for us to be drawn toward this project. We had heard of several attempts to provide direct retraining for industries from our sister institutions, so as a college that has prided itself on innovation, we felt we could raise the standard to new heights. We wanted to serve our community in significant ways. This portion of the community had been traditionally earmarked for continuing education programs, so there was an opportunity to strengthen the "for-credit" curricula. Our president was behind it 100% and that a division dean was spearheading it so initial arm twisting was minimal.


Student Buy-in
Sponsorship and interest by outside agencies such as JTPA
Companies Experiencing lay-offs or reorganization
Local advertising
Word of mouth within the community

To get displaced workers interested in the project we contacted several agencies associated with the welfare system of our region. We had the most impact from agencies such as JTPA. We also contacted companies who had announced lay- offs and others who seemed to be in growth mode. In addition, our program was advertised in local papers and by word of mouth. This area may have been the weakest link in our process. With so many of us concentrating on the development of the educational process, there may not have been enough effort placed on our external feeder sources.


Student Buy-in
Interviewing process established a framework for expectations
Included: Introduction, personal and group questions, application, writing sample, background/needs establishment
Contract between the student and the team
Included: Expectations, level of commitment, timeframes, student work outline, faculty commitments and outcomes

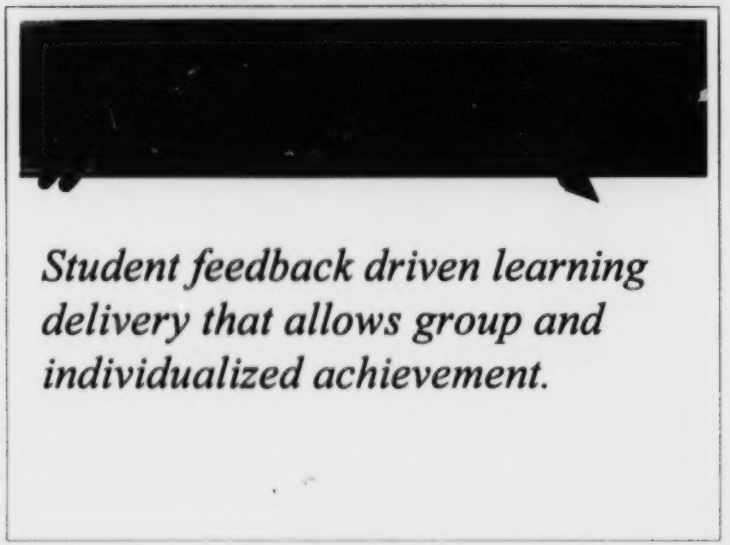
Once we had applicants , we went through a process of qualifying the students. AAPP testing was performed as is required by our institution, followed by an extensive interview process that allowed us to determine if the individual matched our criteria. We had set standards for having been previously employed, above a certain age and having educational deficiencies. We formulated a contract that the students and the educators signed to set the tone for our educational partnership. Either side could amend the contract. This was a great first step toward commitment and program expectations.


Student Buy-in
Describe
What the program would accomplish
Why it was/is different from other opportunities
What the semester would include
How we can provide individualization
Non-traditional elements (mentoring and collaborative teaching)
Town-meetings, counselling, teacher's aid availability
Coursework, milestones, portfolios, outcomes and options
Dispel the perceived image that college work is too hard
Establish rapport, confidence and trust
Develop an impression about the dedication/confidence of faculty team
Provide a basis for the students to feel they have a partnership in the project
Insure that they know they will be heard on any issue

Early in the process we wanted the student to know our commitment to them and how the program would benefit them in significant ways. We wanted all parties to have a clear understanding of what we could do for each other. This process provides the first chance for students to know they have rights and responsibilities in our program. Since this program is so different from what the perceptions of college usually are, these set the stage for a lasting relationship. We want them to trust us to get them to their goals in life. This level of communication starts a process in the program known as the town-meeting which lasts all semester long.

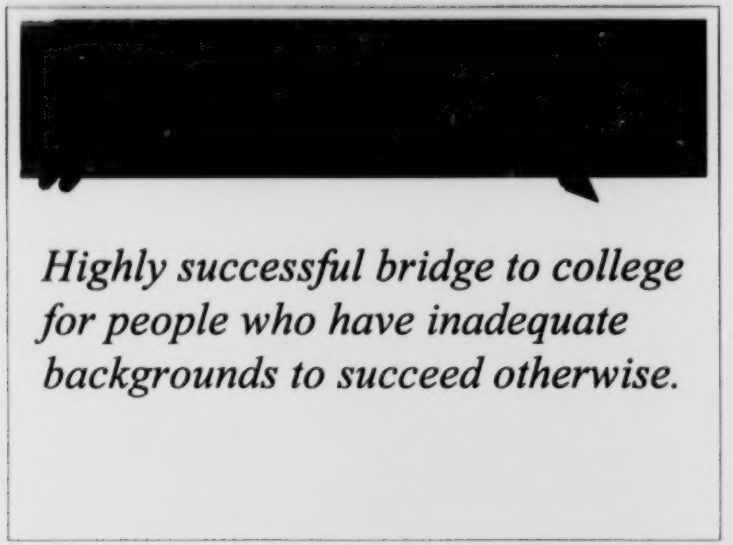
The design and implentation of a technolgy-driven classroom which serves as a retrofit prototype for any other curriculum.

One of the most significant outcomes of this whole process was the design of our classroom/lab environment. This $150,000 high tech multimedia learning center provides a setting for traditional education with the desk-style forward-facing classroom student stations. The desks contain 486 PC computer systems with monitors below the glass-top surface that transform each station into a networked learning environment. The teacher station provides CD-Rom, laser-disk, VHS tape, video overhead camera displays on the 9 foot front viewing screen which is powered by a ceiling mounted 3-gun color projector or they can view videos on team station TV sets that have built-in VHS tape players. The system is augmented by a full- page OCR scanner and the color thermal printer that produced these slides.



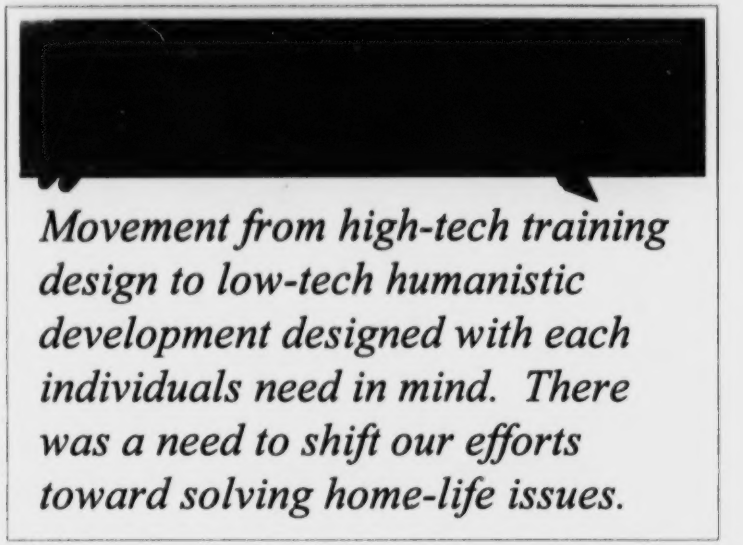
Student feedback driven learning delivery that allows group and individualized achievement.

Students are the driving force behind our program. As educators we often have prepared lesson plans that allow very little variation in our lecture driven coursework. In the WIN project, the student provides the basis for what we deliver. We start with a root lesson plan and have many goals to accomplish, but we allow student feedback and individualized needs to be addressed each day. As a group they often provide whole new paths for us to explore and as individuals we want them to take charge of their lives by being proactive in their education.



Highly successful bridge to college for people who have inadequate backgrounds to succeed otherwise.

Many of our students so far have needed encouragement beyond what they have been given in the past. They may have been weak students in high school and feel that college is far beyond their reach. The jobs they have held have not paid well, now they are laid off. The system seems to have defeated them. By providing a bridge for such people the college is doing a service that is very rewarding to both the student and the people involved.

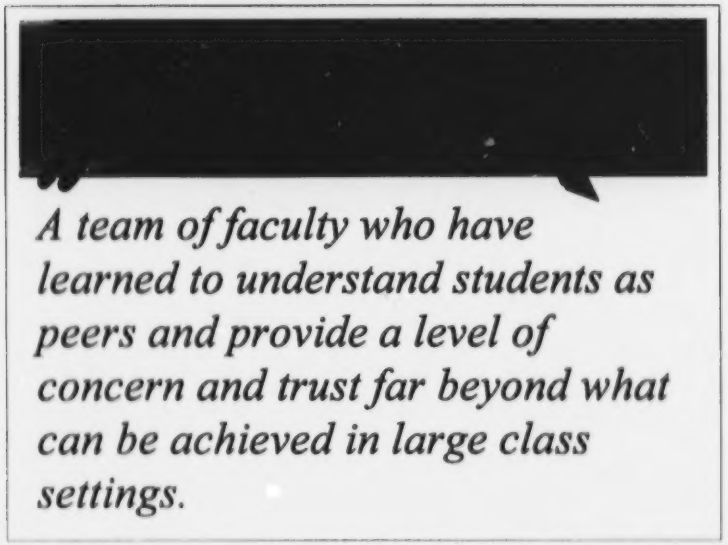


Movement from high-tech training design to low-tech humanistic development designed with each individuals need in mind. There was a need to shift our efforts toward solving home-life issues.

When the project began we had designed a significant portion for teaching technology in the workplace. Although this is highly desirable for those planning to enter manufacturing and industrial career paths, that has so far not been the target of our student population. Through our feedback process, we discovered that most of our students are interested in clerical and office skills. We also came to realize that these students have many problems at home that create a negative impact on their ability to succeed as students. We therefore shifted gears and got involved in their personal problems and aimed our attention at solving the many hurdles that stand in the way of their gaining a good education.

Confident students molded from people who felt the system had defeated them and that the welfare system was all they had.

We have seen nearly defeated unemployed welfare recipients transformed into confident self-assured college-bound career-seeking adults. The transition in attitudes and confidence has made this process all worthwhile. When I'm done today I'll run a short clip of the students, you can see for yourself what the program has meant to them.



A team of faculty who have learned to understand students as peers and provide a level of concern and trust far beyond what can be achieved in large class settings.

To those of us that have witnessed this transformation, the trials and tribulations all seem trivial. We were not prepared to get involved in students personal lives at first. We were not prepared to deal with issues that were not part of our lesson plan. But, we embraced this open-door student-driven process without any constraints, so we accepted all the responsibilities that came with it. In the end, we gained a great deal of trust and cemented relationships that go beyond the classroom.

Town meetings, where students and faculty feel they have the freedom to voice their concerns and alter the educational process.

The town meeting is a once a week gathering of students and team members to openly discuss any aspect of the program. Some very frank and honest issues have been raised at these meetings and we have established a very beneficial adult communication channel as a result. Everyone has the right to express their opinion and when students see ways to improve our delivery of knowledge and skills, they have provided some of the best ideas that have become a part of this course. In fact, I started this same process in my computer network communications class and the feedback has already allowed me to change several activities. This can work in any class.

Milestone projects where students are able to establish goals and develop outcomes far beyond what they thought they were capable of producing.

The milestone process is done at intervals throughout the semester to build toward goal setting achievement. The culmination of the various parts of the course can all be developed toward these major project objectives. By keeping the student headed toward a career goal orientation and designing the work and training to achieve these goals the student ends up with a substantial package of research and resources that help build confidence. The students are amazed at what they have accumulated and accomplished by doing these projects. Because it is meaningful work to them, they are willing to work very hard at completing these projects for themselves.

A portfolio of materials which represents a composite of student learning/skills and which provides tangible proof of their accomplishments.

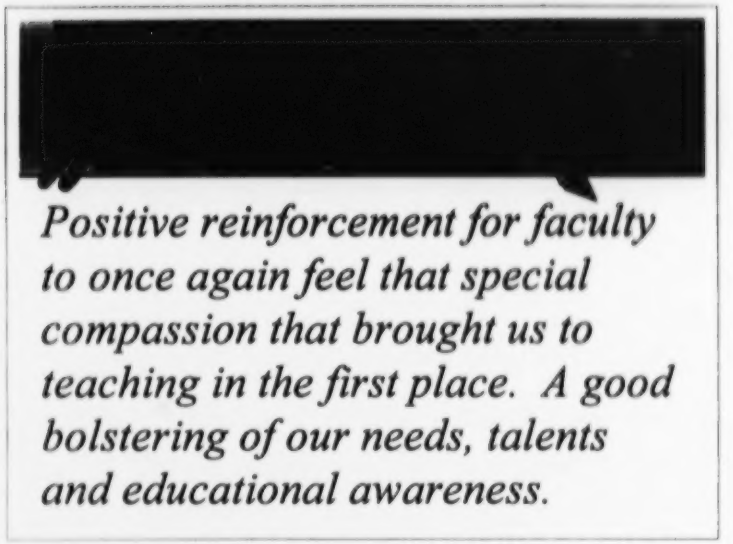
The final project of the course is a portfolio of all the work they have accomplished which relates to their specific area of development. The first group of students found this task rather difficult, but realized the merit of doing such intense resource gathering. At first they thought they were doing the project for us, but soon came to realize what it would mean to them. They all have real pride in what they were able to accomplish.

Mentoring on a regular basis which provides feedback and allows special concerns to be addressed/resolved.

The mentoring process allows teachers to monitor progress and provide a guide and support mechanism for the student. This relationship carries with it a strong bond of encouragement and we have decided as faculty that we will continue the mentoring process throughout each individuals college days. Many of the first semester WIN students continue to drop-by and visit with their mentors on a regular basis to share their moments of pride and to get help with any problem they may have. We as faculty are proud to serve these students and feel we have made life-long friends with many of these fine adults.

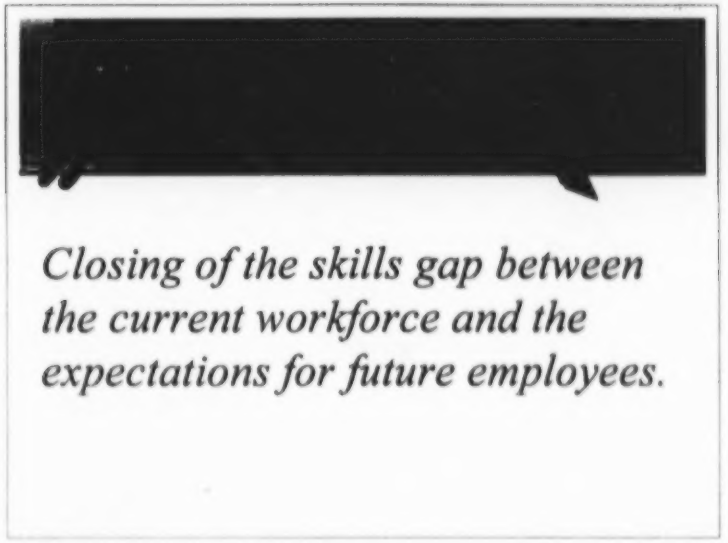
Establishment of a teaching aide position to create a much needed student resource and provide continuity all week long.

We added a member to our team just prior to the start-up of the first class. This person was a recent graduate of the Pellissippi Computer Science Technology curriculum and a retired chief petty officer in the navy with many years of training experience. His contributions to the program are many and we now feel that without his being there, with the students as an aide, we might not have had the success rate that we had. This resource should not be overlooked in doing such a project. Students need to know there is someone that they can always turn-to during study times and when working on individualized processes. He also keeps them on-track and on-time.



Positive reinforcement for faculty to once again feel that special compassion that brought us to teaching in the first place. A good bolstering of our needs, talents and educational awareness.

When we first got out of college, filled with ambition and ready to take on the world, we had a drive to accomplish great things. For those of us who aspired to be educators, we were going to teach the unteachable, and be better than those who taught us. Projects like this one allow us to once again feel the passion of teaching and remind ourself why we do what we do.

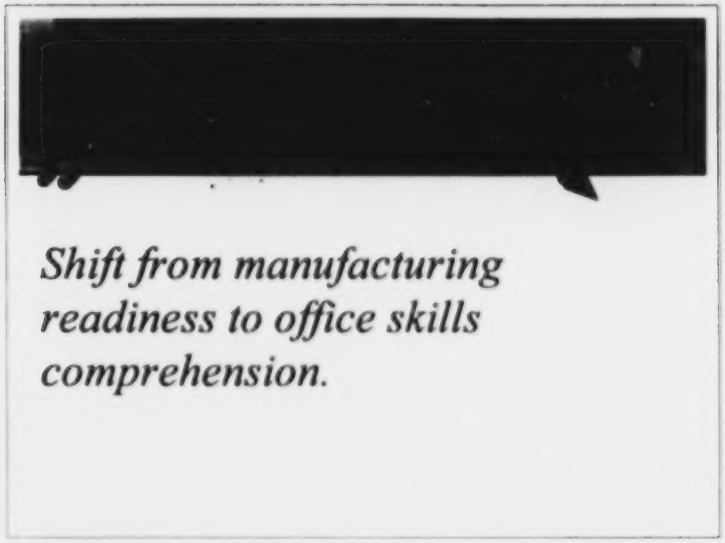


Closing of the skills gap between the current workforce and the expectations for future employees.

The WIN project provides students with ample resources to better understand the expectations of today's employers. Many of the projects and discussions are designed to give the student good insights into issues like Total Quality, Teamwork and Workforce standards. The high quality, high demand environment of todays job market must be matched to the talents of the people they hire, so our program gives a regular dose of reality so that these students can provide the right attitude on the job.

Provide a starting point for lifelong learning progression.

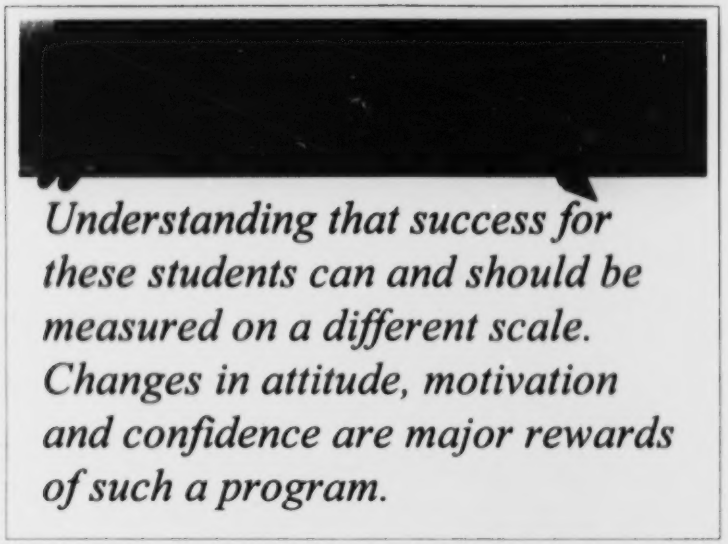
When most of these students were still in high school, they were interested in their social life, the opposite sex and sports. They were too young to understand the significance of a good education. Those that did understand the value of a good education at that early age probably, went on to college. These adults must come to know what our post secondary education system will provide and that in most careers, there will be a need to continue to grow. This program starts that process.



Our group did not head down the path we had originally designed for them. We put hundreds of hours of effort into learning and developing traits designed for industrial and manufacturing settings. So far, most of our students have had little interest or aptitude for such environments. We have made major adjustments to our curriculum as a result, and will continue to provide whatever learning and skills are asked for by our participants. So far the computer related office skills seem to have the highest degree of acceptance.

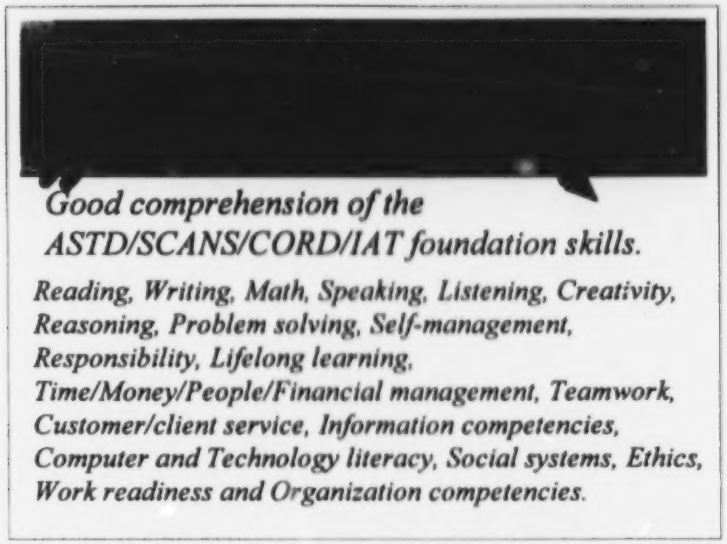
Student and faculty identification of student learning styles, career ambitions, motivation insights, time-management, diversity and unique student potential.

We have learned to recognize some things that help us achieve success with these students. We want the student to know themselves better and it helps us to know where their on-button is when we need it. Within every person there is a potential to do well, often what is needed is someone to provide encouragement and point them in the right direction. The problem with most teaching is we try to point all students in the same direction. The WIN program gives each individual their own space to perform.

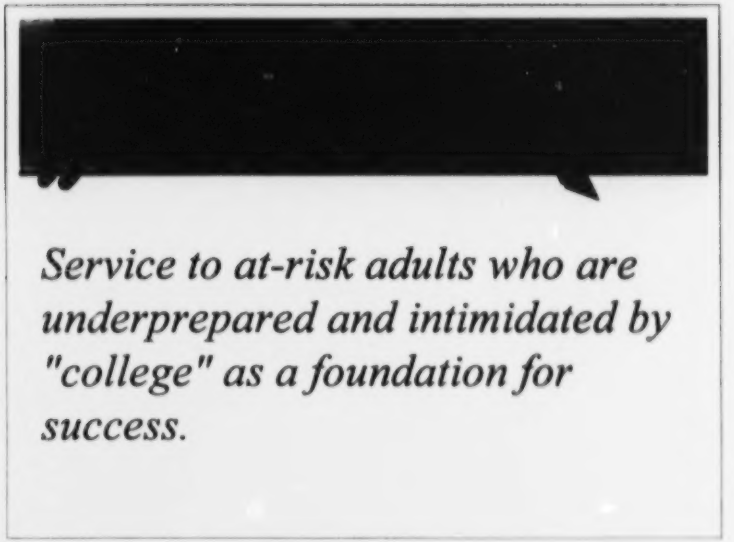


Understanding that success for these students can and should be measured on a different scale. Changes in attitude, motivation and confidence are major rewards of such a program.

If it were left up to the team we would not have grades. We would probably use our own tools to assess starting and ending points. The best outcome of this program is not a letter grade achievement. It is a scale that shows changes in attitude, motivation and confidence. It is a scale that shows this person has gone from a welfare recipient that felt the world had dealt them a bad hand, to being capable of handing their own affairs, sights set on a rewarding career, head held high, prideful of what they do and mature enough to take on responsibilities they would have avoided before they came to us. To accomplish this in 16 weeks, is a most rewarding experience for all of us.


Good comprehension of the
ASTD/SCANS/CORD/IAT foundation skills.
Reading, Writing, Math, Speaking, Listening, Creativity,
Reasoning, Problem solving, Self-management,
Responsibility, Lifelong learning,
Time/Money/People/Financial management, Teamwork,
Customer/client service, Information competencies,
Computer and Technology literacy, Social systems, Ethics,
Work readiness and Organization competencies.

Educationally, what we provide matches what anyone would expect such a program to include. Remedial and developmental math and english skills, college entry student learning and study skills and good reasoning skills. We include computer literacy, life-skills management, on-the-job skills and competencies for technology and an information driven world. All-in-all we give them a basic framework which provides a good set of tools in their kitbag for becoming productive.



Service to at-risk adults who are underprepared and intimidated by "college" as a foundation for success.

Our program would not be complete if we had not considered the profile of the students who might enter such a process. These students would be classified as at-risk, certainly underprepared and quite likely deemed not college material. From their perspective, college is designed to make them feel even more inadequate.

Well educated, highly motivated faculty team having a broader knowledge of community service, state and national trends and current workforce needs.

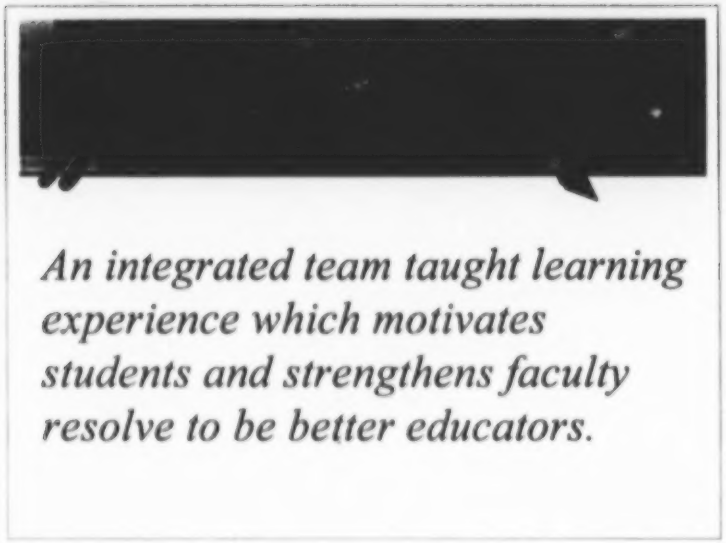
I can tell you that this has been a personally rewarding experience for me. I read more good educational material than I did in grad school, I broadened my teaching skills far beyond what I thought this program would give me, I worked harder than I ever have on any project and I know alot more about motivation than I thought I ever would. I really feel in-tune with my students and I have a new outlook on my profession. This was time well spent and effort worthwhile.

New teaching methodologies, styles and strategies that can be used/transfered into traditional settings. Use of discovery method, case method, team projects, town-meetings, milestones, portfolios, prototyping, real-time evaluation measurement, live broadcast data sharing, student/peer teaching and other elements have already been incorporated into several courses.

Everyone on the WIN team has advanced in their ability to teach. Most of us are trying techniques we found effective in the WIN program in our other classes. We feel so good about what we have learned we plan to share our new-found knowledge with the rest of the school though workshops, seminars and coaching efforts. Certainly this presentation will be the first of many opportunities for us to help serve colleges and communities who want to develop such a program.

Better understanding of departmental differences, load, concepts and constraints.

Many colleges have all oars in the water yet everyone is pushing in different directions. Departmental differences aside, we tend to keep to our own at most institutions. Since our team is comprised of people from a variety of disciplines, it was a surprise how easily and quickly we got along. We found there are differences and we each probably feel our department works the hardest, of course, but we really did get our oars rowing in harmony without conflict. This by itself could make such a project worthwhile at some colleges.



An integrated team taught learning experience which motivates students and strengthens faculty resolve to be better educators.

Simply stated we feel pretty good about what we have accomplished. Its been good for the students, good for the faculty, good for the educational process. We are better for it.

Belief that what we have learned could be shared throughout the college (and beyond) to foster better communication, better collaboration and integration across lines not previously established, better use of technologies within the classroom, better understanding of student problems and provide a basis for other community responsive projects.

We also feel that this whole process produced elements that ought to be tried in other departments. Collaboration between departments and individuals has excellent potential and our use of technology has already perked the interest of several departments. We can also help others learn to be more responsive to student problems that may effect their work and I would hope that this project will help set the tone for other projects which might be designed for populations we have never tried before.

Unresolved Problems for the WIN Project

State and local administration required grading, testing and other standards such as scheduling and course separation. Some of the concepts which made this project unique were perceived as problematic within the bureaucratic framework.

We had originally threw out grading. Remedial and developmental classifying was eliminated and had nearly all of the coursework was identified in a single syllabus, but due to state mandates, administrative mind-sets and financial aid requirements, these elements were eliminated from the program and repositioned within regular college guidelines. This had a tendency of knocking the wind out of our sails a bit, as the very freedoms and unique aspects of the project slipped from our grasp. I would suggest a policy of hands-off until a new project cycles through at least one full year and then open discussions about adjustments, rather than mandates that kill the momentum of a new project.

Unresolved Problems for the WIN Project

Requires very small class size, high-ratio of faculty and use of a high-tech high-demand classrooms all day. But since the success rate is so high for students that would have little chance to succeed in any other mode, the justification for such a program may well be warranted.

Because this program requires heavy demands on time and energy of the team members, the class size needs to be limited to levels far below accepted state guidelines. Also the high-tech classroom environment is costly and will create demand by its presence from other departments. So the economics look awful for doing this, but considering the rewards, it sure seems justified . Each of our successes as you will see in the closing video makes this a valuable commodity.

Unresolved Problems for the WIN Project

Better coordination with entry agencies and work/placement companies would be needed to complete this project as originally designed, This would require a full time staff member dedicated to the project who could work with students, staff and faculty. Community needs should drive such a program forward on a continued basis. To be truly effective this program should be driven by external forces such as a chamber of commerce, job placement service, state/local government or trade/industrial council.

It may be that such a program needs to come from community beginnings. If a chamber of commerce or a trade/industrial council backed such a program, with coordination from state and local government agencies, the college could serve as a response provider. Our team lacked resources to be out in the community matching needs with the program. If there is one area we could have really enhanced, I think this would be it. We needed one more dedicated individual on the team, willing to put in the same level of commitment as the faculty provided, but who's sole purpose would be to make connections with out-of-work people and job ready companies.

Unresolved Problems for the WIN Project

Faculty may be unprepared or untrained to deal with student problems at this level. To be implemented in high-need areas the faculty team would have to be full-time long-term status for the project. At least a year should be expended in the planning and coordination phase prior to implementation. For five carefully selected faculty it would be possible to accommodate about two sections of 15 students per semester, with two teacher aids and two 15 unit classrom/labs.

We suggest that if such a project is duplicated at other facilities that the team take on this task as a full-time responsibility. They would need to have extensive life-skills readiness training to cope with the problems a single parent on welfare will bring in and the faculty will need to be able to handle any crisis at any time. They will have to be excellent teachers who can motivate challenged individuals and be willing to work harder than they have ever worked before. Five dedicated faculty members with two teaching aids would be able to handle about thirty students a semester assuming two 15 station multi-resource classrooms were available.

Unresolved Problems for the WIN Project

Selective recruiting would be required to formulate a two-path process; one path for manufacturing/job entry, one path for college entry. The manufacturing/job entry path would have a high degree of principles of technology and workplace management. The college entry path would enhance literacy and academic assessment issues.

Trying to create two paths in one course creates very tough demands on the instructors. We suggest a two path structure that allows better focus of the teaching style and better group work activities to be successful. This could be divided as alternating semesters or alternating sections. The two separate paths would be one for manufacturing/industry job seeking adults and the other path would be for a bridge program for college.

Unresolved Problems for the WIN Project

Time and labor factors for such a program are very evident. The demands placed on faculty are very high to provide the level of service needed by such students. Flexibility, resourcefulness and dedication are important to insure success.

Selection of a WIN team, is critical to it's success. But with the right people who are dedicated and resourceful, this can be an ideal program to recharge your cells and provide one of the most important contributions a community college can offer: service to our community.

WELCOME to Workforce Innovation!

Unique aspects of the program include:

1. Accelerated program design allows participants to explore job options in the Knoxville area, test their own suitability for jobs they find most interesting and to prepare themselves to enter college training programs necessary to compete for jobs chosen.

2. Technology based instruction allows participants to determine specific areas of instruction needed and customize their program of study to their own needs.

3. Applied learning methods will be employed to reflect the type of training participants are accustomed to in the workforce. Educational research that shows people learn best when instruction moves from concrete to abstract, the way applied learning methods are designed.

4. Collaborative/team based learning reflects the workplace model of working in groups and assisting each other in accomplishing objectives.

5. Schedules are developed around a 30-hour week, again, reflecting workplace norms.

The objectives of this program are:

1. To prepare participants to enter college training programs in a minimum of time.

2. To thoroughly ground participants in the use of computer technology as a tool as well as a resource for learning.

3. To incorporate workforce basic skills (working on teams, negotiating, serving customers: acquiring, evaluating and processing data: selecting, using and applying technology) as well as basic academic skills into instruction.

4. To incorporate traditional "student services" activities such as career planning, resume writing, job search skills, as a part of the program of study.

To qualify for the program you must:

1. Be 21 years of age or older
2. Have a minimum of three years of job experience
3. Have a high school degree
4. Be highly motivated to succeed
5. Schedule to attend one of the interview sessions

Certification of completion certificates will be provided upon successful completion of the Workforce Innovation program.

WIN (Workforce Innovation) Faculty

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Bogaty, Lisa Dean of Applied Sciences/Technology	LBOGATY	B-252A	6482
Davis, Joyce English Instructor	JDAVIS	B-137	6508
Doncaster, Lana Curriculum Design Specialist Instructional Technology	LDONCASTER	A-237	6545
Hochstetler, Bill Teacher's Aide	BHOCHSTETLER	B-149A	6821
Hudson, Mike Director, Certificate Programs Applied Sciences/Technology	MHUDSON	B-246A	6416
Lankford, Gary Department Head Psychology and Human Performance	GLANKFORD	B-347	6745
McKnight, Ray Department Head Electrical/Electronics Engineering Technology	RMCKNIGHT	B-211	6496
Miller, Dennis Director of Academic Computing	DMILLER	Library	539-7031
Monroe-Ellis, Mary Mathematics Instructor	MMONROEELLIS	C-204	6686
Munz, Ann Director, Grants Administration	AMUNZ	A-224	6652
Nerzak, Peter Director of Library Services	PNERZAK	Library	6521
Pace, Phyllis Counselor	PPACE	A-122	6547
Reynolds, Eunice Director, Cooperative Education/Tech Prep	EREYNOLDS	A-134	6612
Walters, Greg Department Head Computer Science Technology	GWALTERS	B-237	6468